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ABSTRACT

Guidelines are given for materials, furnishings, special equipment, and supplies for art, science, music and play activities. The daily kindergarten schedule and overall curriculum are discussed. A bibliography of books for young children is appended. (GM)

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Guidelines For Creating Kindergartens In Arkansas

Prepared by
The Kindergarten Committee
of the
Arkansas Elementary School Council

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FOREWORD

"Guidelines for Creating Arkansas Kindergartens" was prepared by the Kindergarten Committee of the Arkansas Elementary School Council. It is the outgrowth of interest on the part of elementary school principals, teachers, prospective kindergarten teachers, parents, the State Department of Education, and the Federal Government. It is intended only as guidelines and is not a specific curriculum to be followed rigidly.

I wish to express my thanks to the Chairman and members of the Kindergarten Committee and to any others who may have contributed. The State Department of Education is pleased to present this booklet to the elementary schools of our state. We sincerely hope it will be of assistance to you in planning this significant phase of our expanding educational program in Arkansas.

A. W. Ford

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INTRODUCTION

WHY HAVE A KINDERGARTEN

The education of children begins in the home. As a society grows more complex, the home becomes increasingly incapable of affording children the wide scope of experiences imperative for living in that society. Since the necessity for guided learning experiences for children of pre-school age must be met before they enter the first grade, most parents and teachers have found that a kindergarten with its well-planned, yet flexible, curriculum offers optimum opportunities for enriching and developing all facets of the child's personality.

The kindergarten has been commonly accepted as the beginning step of the educational program in the elementary school. Wherever funds have been available many school systems have established kindergartens as a part of the educational program. In some Arkansas communities the kindergarten is under the jurisdiction of the school but it depends on contributions, tuitions, and other means of support because of lack of public funds. Forty-two states have legislation for this type of permissive kindergartens. Parents in these communities are determined to give their children of pre-school age adequate preparation for the first grade. Seven states have mandatory laws for kindergartens.

A good kindergarten provides a gradual and planned transition from the child's limited experiences in the home to the complex, more challenging environment of the larger society. Through guided experiences children develop beginning skills in the process of thinking and problem solving at their levels of maturity. The whole program of the kindergarten centers its efforts on the wholesome development of the personality of the child, the futherance of sound mental health, the self-actualization of each individual, and his adjustment as a member of a peer social group.

WHAT TO LOOK FOR IN A KINDERGARTEN

Suggested Standards

What is the nature of the Physical Setting:

1. Room provides opportunities for a wide variety of activities
2. Materials invite wholesome activity and creativeness, such as large construction blocks, modeling clay, many attractive picture books, etc.
3. Adequate space for work and play (48 to 65 sq. ft. per child)
4. Hooks for clothing, shelves for materials, and toilets arranged to encourage independence on the part of the children
5. Room presents an attractive appearance, such as flowers and plants etc.
6. Temperature and ventilation properly adjusted
7. Noticeable air of cleanliness and freshness in the room
8. Floors appear to be easily and frequently cleaned

What is happening to the children:

1. Children appear happy, act naturally and seem interested in what is going on
2. Noticeable cooperation between teacher and children and among the children themselves
3. Children sometimes plan and direct projects by themselves
4. Evidence that individual children are being given the particular help they need
5. Are experiences provided for:

   Practicing good health habits
   Sharing with others
   Developing emotional control
   Cleaning up after working
   Accepting responsibility for one's own acts
   Understanding why rules should be obeyed
   Taking care of one's own property
   Overcoming difficulties
   Waiting turns
   Being good leaders
   Being helpful followers
   Obeying rules

6. Are the children being stimulated to enlarge their interest by:

   Seeing new pictures
   Planning and directing
   Simple dramatizations
   Hearing beautiful music
   Creating simple songs and stories
   Playing with others
   Enjoying books
   Interpreting music
   Meeting new friends
   Going on field trips in the neighborhoods and excursions

The Teacher:

1. Well groomed and healthy
2. Friendly sympathetic understanding of all the children
3. Courteous, thoughtful, quiet, happy
4. Enjoys things with the children
5. Withholds guidance until it is really needed and wanted
6. Calm, sensitive, thoughtful of others and has a genuine sense of humor
7. Specific training for the teaching of young children
8. Reads professional magazines
9. Attends professional meetings when not required to do so
10. Understands how young children grow, think, behave, and learn
11. Values each phase of the child's growth and accepts him when he is in his development
12. Keeps cumulative records of significant aspects of the child's development which are helpful in continuing his guidance
13. Maintains warm relationships with other members of the staff, thus fostering a healthy emotional environment for children and their parents
14. Sensitive to the growth and learning needs of the child and helps him move forward according to his own rate and level of development
15. Likes and respects young children and enjoys working with them and their parents

Adapted from the association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C.

CHARACTERISTICS OF THE KINDERGARTEN CHILD

Many kindergarten and pre-school teachers have been studying children in child development and child study groups. Many have kept records of their findings. From these studies, educators have established the following characteristics:

1. Five year olds thrive on the companionship of children their own age. They like to be with and play with their peer group.
2. Five year olds thrive on using their bodies. "Be still, be quiet" are very repulsive to them. Now we recognize the urge to climb, swing, run, and ride is normal.
3. Five year old children have very active minds. They are tremendously curious about the world around them and have a deep interest in facts and knowledge. They ask probing questions; they have good memories.
4. Five year olds have a wide range of emotional responses. They can show sympathy, anger, and pleasure; they have fears and feel jealousy.

Adapted from NEA leaflet, "Public Kindergartens", by James L. Hymes, Jr.

Some adjustments the child makes:

1. Adjust to a more spacious and less intimate environment than he has previously known
2. Share many new and attractive objects, rather than appropriate them for his own use
3. Gain acceptance for himself as a participating member of his peer group
4. For comfort and security, establish satisfying relationships with at least one or two other children
5. Adjust to a new adult—his teacher
6. Take care of bathroom needs unassisted
7. Learn to follow simple directions in work, play, and everyday living
9. Able to give his full name, address, parents' name, and telephone number
10. Accept definite responsibility
11. To respect other children's property
12. Learn to identify his coat, cap, galoshes, etc., put them on, and fasten them; also, be able to tie shoes
13. Know how to cross the street safely, what traffic lights mean, how to get on and off a bus, etc.

CHARACTERISTICS AND QUALIFICATIONS OF THE TEACHER

The teacher is without doubt the major factor in helping children adjust to the kindergarten program. Hence, she should have:

1. Special training in early childhood education with emphasis on developmental learning and a background of understanding of children
2. A degree from an accredited four year college with a major in elementary education
3. A broad academic background in terms of knowledge and appreciation of our culture so that she can help children become a part of their social world
4. Ability to develop good learning situations
5. Ability to recognize individual differences and meet individual needs
6. Ability to minimize the tension and strain which accompany learning
7. Ability to manage routines so that they do not take up an unreasonable amount of time
8. A desire to continue her professional growth through attending professional courses, conferences, workshops, or siminars and participate in research and program development
9. Certification which meets standards set for kindergarten teachers by State Department of Education
10. Ability to help the child understand the scientific environment and to expect and accept change
11. Good physical and mental health, abundant energy, a sense of humor, buoyant spirit and enjoyment of the outdoors
12. An interest in art and literature, in music and bodily rhythms because all of the interests that make life rich and abundant for the child must be nutured early
13. Knowledge that the application of science to technology is changing the world in which the child will live at a tremendously accelerated pace[2]

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[1] **Educating Children in Nursery Schools and Kindergartens,** U. S. Department of Health, Education and Welfare, U. S. Government Printing Office, Washington 1964, p. 21.

[2] Heffernan, Helen, "Significance of Kindergarten Education". **Childhood Education.** Vol. XXXVI (March 1960) p. 314.

SUGGESTED MATERIALS AND FURNISHINGS

PERMANENT EQUIPMENT

The following equipment should be provided for a kindergarten to adequately care for twenty children. Floor space provided should be from 960 to 1280 square feet.

Tables. These should be made of durable wood or lightweight metal with silencers on legs and water and stain-resistant tops.

6 to 8 tables with 18″ x 36″ and 24″ x 36″ tops and 20″, 22″, and 24″ high
4 round tables 36″ in diameter and 20″, 22″, and 24″ high
1 table of adult height for work or serving.

Chairs. Chairs should be designed to promote correct sitting posture; be made of hardwood or light metal; have hardwood seats; be "stackable"; and legs should be equipped with silencers.

25 chairs with seats 8″, 10″, 12″, and 14″ high
6 to 10 adult chairs
3 small rocking chairs

Cabinets. Cabinets should be built in light weight, portable sections; some with open shelves; others with doors; backs of cabinets can provide bulletin board or display space.

24 individual cabinets or 3 cabinets each with eight individual compartments, each compartment 48″ high, 6″ wide, and 10″ deep with hooks and with a built-in shelf 9″ from the bottom

6 to 8 cabinets 48″ long, 14″ deep, and 48″ high with open shelves for blocks and toys
2 cabinets with doors, for cleaning equipment and dishes
2 cabinets, adult height, with shelves for general storage

Display space. These should be made of soft fiberboard or cork and placed at the child's eye level.

20 to 30 square feet

Picture files. Every kindergarten should have a picture file for the teacher and another file open for use by the children. Pictures in the children's file should be mounted on durable, heavy paper of neutral color.

4-drawer file for teacher
1-drawer file 18″ x 14″ x 12″ open, on 10″ stand, for children

Bookcases. Bookcases should have space between shelves wide enough to accommodate large picture books and still-life arrangements.

2 bookcases 36″ long, 14″ deep, 50″ high

Equipment for resting. Cots are recommended but quilted pads may be substituted if they are provided with washable covers to keep the pads clean.

20 cots 52″ long, 27″ wide, and 12″ high
20 lightweight washable cotton blankets

Miscellaneous equipment

1 United States flag
1 9′ x 12′ rug
4 wastebaskets
1 set nursery stairs

SPECIAL EQUIPMENT AND SUPPLIES

Art equipment and supplies

1 Doz. brushes, paint, 1″ camel hair, 12″ handle and short handle
1½ Doz. brushes, paint, 1½″ camel hair, or bristle, 12″ handle and short handle
1 Doz. brushes, paint, 2″ bristle, 12″ handle
1 Doz. brushes, paste, or 2 pkgs. paste sticks
2 Lrg. boxes chalk, colored
200 Lbs. clay moist
12 Clay boards, 9″ x 12″
12 Containers, pt., plastic or metal, with covers for paint
24 Doz. crayons, bulk, pressed, ⅝″ diameter, 4 doz. each, red, green, blue, brown; 2 doz. each, orange, yellow, violet, pink, black
1 Doz. crayons, large, marking
4 Easels, double, raised paint trays with holes for jars
1 Garbage can, plastic, with liner, for clay
12 Qts. Modeling dough
62 Lbs. paint, cold water, 5 lbs. each, white, violet, orange, brown; 7 lbs. each, yellow, blue, red, black, green, white
6 Pts. paint, finger, 1 each, red, yellow, green, blue, brown, black; or, 1 can paint, powdered in each of above colors
4 Pkgs. paper, bogus, 500 sheets to pkg.
5 Pkgs. paper, construction, 12″ x 18″, assorted colors
8 Pkgs. paper, finger painting, 16″ x 22″, or glazed shelf paper
5 Reams paper, manila, rough, 12″ x 18″, 500 sheets to pkg.
3 Pkgs. paper, poster, 18″ x 24″ assorted colors
3 Pkgs. paper, tissue, red, white, blue
2 Reams paper, unprinted news, 18″ x 24″, and 24″ x 36″, 32 lbs. to ream
10 Reams paper, unprinted news, 24″ x 36″, 32 lbs. to ream, assorted colors
1 Roll paper, white, butcher
1 Roll paper, brown wrapping, 36″ wide, or 2 rolls 18″ wide
2 Rolls paper, wide shelf
3 Qts. paste
1 Doz. pencils, large lead
1½ Doz. scissors, blunt
6 Scissors, left-handed, blunt
2 Balls string
24 Sheets tag board, manila or colored, 24″ x 36″
10 Lbs. wheat paste powder (for making finger paint)
6 Hanks yarn, bright colors

Audio-visual equipment and supplies

Clock dial
Costumes and chest
Films
Filmstrips
Flannel board
1 Globe, large
Pictures for files on (adult activities, animals, birds, child activities, family activities, foreign countries, Mother Goose, nature study, nursery rhymes, seasons, special days, stories, and reproductions of famous paintings)

Picture books
Puppets
Viewmaster stereoscopes

Access to the following should be established.

1 Map, state, outline
1 Map, U. S., simplified political
Projectors—sound, slide, opaque, filmstrip
Screen
Tape recorder
Television

Craft equipment and supplies

Woodworking

4 Sheets beaver board
1 Brace
6 Brushes, paint, 1″, for wood work
4 Clamps, 4″ openings
6 Dowel bits, extension lip, short, 2 each, ½″, ⅜″, ¼″
24 Dowel rods, assorted sizes
5 Pts. enamel, 1 pt. each, yellow, red, blue, green, white
4 Hammers, 13 to 16 oz. weight
6 Lbs. nails, ⅝″ to 1½″, fine wire, large heads
1 Qt. oil, linseed
9 Pts. paint, house, 1 pt. each, white, yellow, red, blue, black, green, violet, brown, orange
2 Pliers
1 Qr. sandpaper, mixed numbers
2 Saws, crosscut, 16′
2 Screwdrivers
1 Qt. shellac, white only
3 Pkgs. slats, plain, 10″ long, soft wood
4 Pkgs. slats, plain, 6″ long, soft wood
1 Qt. turpentine
Wood, soft pine, as needed
1 Workbench, carpenter's, with 2 vises, or 4 individual sturdy wooden work tables, or 4 low broad-topped saw-horses, with vises
1 Yardstick

Housekeeping equipment and supplies

3 Brooms, child size
1 Brush, floor
12 Yards cheesecloth, dusting
3 Dustpans, long handle, child size
1 Mop, floor
1 Mop for dishes
2 Pails
1 Pitcher, aluminum
6 Cards safety pins
4 Sponges
12 Pkgs. tissues, paper, 500 to pkg.
Vases, various sizes

Lavatory
- Dispenser for liquid soap
- 1 First aid cabinet
- 1 Paper towel container
- 24 Pkgs. towels, paper 150 to pkg.

Luncheon
- 6 Pkgs. napkins, paper 1000 to pkg.
- 20 Boxes straws, single

Music equipment and supplies

Musical instruments
- Autoharp, (12 bar)
- Cymbals
- Drum
- Rhythm sticks
- Sand blocks
- Song bells or melody bells
- Tambourine
- Tom tom
- Tone block
- Triangle
- Xylophone

Phonograph and records
Piano and bench
Teaching aids
- Chromatic pitch pipe

12 Scarfs for creative rhythms

Play equipment and supplies

Apparatus—indoor and outdoor
- Barrels
- 6 Boards, with cleats
- 1 Climbing structure
- 1 Helms wheel
- 1 Ladder, low horizontal
- 1 Ladder, step, 5 ft., safety catch
- Packing boxes, large wooden
- Sand
- 2 Sandboxes, covered, indoor and outdoor
- Sand toys
- 6 Sawhorses, various sizes
- 1 Seesaw
- 1 Slide
- 1 Steering wheel
- 2 Sets Steps
- 6 Stickhorses
- 6 Swings
- 1 Turning bar, low 10′ long
- 3 Walking beams or boards, with cleats at ends
- Wheels for converting boxes into auto, airplane, etc.

Building blocks

1 Set of unit type solid building blocks for dramatic play (about 500 blocks), including straight cut as well as circular and arched blocks
12 Hollow blocks, unit
18 Hollow blocks, double unit
6 Hollow blocks, quadruple unit
6 Boards, cleated
12 Boards, plain
1 Set of blocks which fasten together to make permanent structures large enough to accommodate children
1 or 2 sets "stay-put" blocks fastening together with snaps, bolts or pegs

Dolls

2-6 Dolls, unbreakable, 2 washable
1 Set family dolls, wooden, plastic or rubber
Doll clothes
Dolls, paper

Games

6 Balls, rubber, 3 large and 3 small
6 Bean bags
8 Deck tennis rings
2 Hoops
6 Jumping ropes, individual, and 3 group
1 or 2 Picture domino games
1 or 2 Picture lotto games
12-15 Puzzles, jig-saw, simple wooden, interlocked or framed, 12-20 pieces
1 Puzzle frame, wooden or steel
6 Reins
1 Ring toss

Playhouse toys

Bathinette
1 Bed, large and sturdy enough to hold child
3 Brooms
1 Bureau or chest of drawers
1 Cash register
3 Chairs
Cooking utensils
Costumes for dress up
1 Cupboard for dishes
1 or more doll carriages
2 Sets dishes, unbreakable
2 Dustpans, long handles
1 Laundry set, large enough for real use
1 Mirror
Play money
1 Property box
1 Refrigerator
1 Rocker
1 Sink
1 Stove
1 Suitcase, small
1 Table
2 Telephones

Toys

- 2 Sets animals, wooden and rubber
- Airplanes, Wooden
- 2 Boxes beads, large, to string
- Boats
- Cars, wooden
- Color cone
- Farmyard set
- Furniture, doll house, wooden
- Lacing boot
- Lock box
- 2 Peg boards, landscape
- 1 Peg board, round pegs
- Top
- Trains, wooden
- Trucks, wooden

Wheel toys

- 2 or more Tricycles
- 2 or more Wagons
- 2 or more Wheelbarrows

SCIENCE EQUIPMENT AND SUPPLIES

1 Aquarium, large
1 Cage, for visiting pets, removable bottom
1 Cage, insect
1 Compass, magnetic
Flower boxes and containers, various sizes
1 Set of garden tools
Iron filings
3 Magnets, bar, U, horseshoe
1 Magnifying glass
Preserving fluid for specimens
Pulleys, various sizes
Seeds and bulbs
Spring balance
1 Terrarium, large
1 Thermometer
Tuning fork
1 Watering can, galvanized

STATIONARY EQUIPMENT AND SUPPLIES

1 Box adhesive mending tape
2 Boxes chalk, yellow dustless
4 Boxes clips, paper, large
½ Doz. erasers, chalkboard
4 Boxes fasteners, round head, 100 to box, 1 box ¾", 2 boxes 1", 1 box 1½" or 2"
2 Boxes labels, gummed
1 Magic marker
1 Roll masking tape
1 Roll paper, gummed, 2" width
10 Reams paper, writing, without rulings
1 Paper cutter, gravity, 18" blade, with holder
1 Pencil sharpener
2 Doz. pencils, beginners
1 Box pins
1 Punch, large eyelet, and eyelets
2 Boxes rubber bands
1 Rubber stamp outfit
12 Rulers, 12" with ½" and 1" markings
2 Rolls scotch tape
2 Staplers, large
8 Boxes, staples
6 Balls string
4 Boxes thumbtacks, ⅜", 100 to box
2 Sticks or pkgs. wax, bulletin board
3 Yardsticks

Access to:
Duplicator
Kiln

Adapted from Hefferman, Helen and Todd, Vivian Edminston **The Kindergarten Teachers**, D. C. Heath & Company. Boston, 1960, pp. 59f

THE KINDERGARTEN DAY

Usually the kindergarten program runs for only a half day. Thus, the teacher spends two and a half or three hours with the pupils. When the program runs for a half day the class size is usually not over 20 pupils. Some teachers have another group of 20 pupils in the afternoon. At no time should a teacher have more than 25 pupils.

The daily schedule should be flexible with an alternation of quiet and vigorous activities. It should be borne in mind that the attention span is very short for five year olds.

Planning the daily schedule in large blocks of time provides an element of flexibility from the beginning. Children's physical needs for activity, rest, elimination, and nutrition should have priority in schedule planning. Suggested Daily Program:

The suggested daily schedule should guide the teacher in planning her own daily program. The time is flexible; no arbitrary time limits should be set as the time limits within each period will vary from day to day.

9:00- 9:15 Arrival, Greetings, Sharing, Nurse Inspection or Health Check by Teacher

9:15- 9:55 Work-Play Period
(Individual and group plans are made for work-play period.)

Children will be free to choose games, puzzles, books; paints, clay, crayon, blocks and toys; dramatic play in the housekeeping area, etc.

Clean-up

"Competence and appreciation is developed as well as a sense of responsibility and pride for the appearance of the room and for the materials and equipment used." Adequate time should be provided for the children to return materials to their proper places. Children may help one another, teacher may assist where needed.)[1]

9:55-10:10 Play-Indoor or Outdoor (as the weather permits)

Bathroom and wash hands

10:10-10:30 Midmorning Lunch-Milk or Fruit

10:30-11:00 Reclining Rest

11:00-11:15 Listening Activities—Story Time, Music, etc.

11:15-11:50 Group Experiences

"Ideas are explored and expressed in a social setting through the means of language, pictures, objects or creative activities which evolve from short trips, interviews, science experiences, stories, or news."[2]

11:50-12:00 Dismissed

(Some children still need help with zippers, buttons, or galoshes.)

Teacher bids each child goodby as he departs.

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[1] **Educating Children in Nursery Schools and Kinder-gartens, U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, Washington: 1964, p. 27.**

[2] **Educating Children in Nursery Schools and Kinder-gartens, U. S. Department of Health, Education and Welfare, U. S. Government Printing Office, Washington: 1964, p. 27.**

SUGGESTED KINDERGARTEN CURRICULUM EXPERIENCES

Kindergarten experiences are basic to later learnings in the elementary school. The individual growth of each child to his maximum intellectual, emotional, social, and physical stature is the primary concern of the kindergarten. By building on readiness for living and learning and by recognizing individual group needs, the kindergarten teacher recognizes and works toward this aim.

In this kindergarten booklet the following knowledge and skills are grouped into the areas of language arts, mathematics, science, social studies, music, art, health, safety, and physical education, and citizenship. **However, in a kindergarten day these areas should be interwoven throughout the day.** These areas are grouped for the convenience of the teacher.

I. Language Arts

A rich language arts program is fundamental to a basic foundation in learning.

A. Objectives

1. To guide and aid children's adjustment to school situations
2. To develop muscular coordination and motor skills
3. To foster language development essential for success in beginning reading
   a. Developing ability to speak clearly and distinctly in sentence form
   b. Guiding the child's ability to retell a story in proper sequence
   c. Increasing child's vocabulary
4. Form good work habits
   a. Be able to follow simple directions
   b. Complete work started
   c. Work and play well alone
   d. Work and play well with others
   e. Sharing with others
   f. Listening
      (1) Listening for directions
      (2) Listening to others
5. Provide training in specific skills
   a. Auditory discrimination
      (1) Hearing words that begin with same initial consonant sound
      (2) Hearing rhyming words in poems, jingles, and nursery rhymes
      (3) Imitating familiar sounds
      (4) Cutting pictures and classifying according to initial sound
      (5) Guessing games determining types of sounds
      (6) Making sound effects to accompany dramatization and stories
      (7) Listening and identifying outside sounds
      (8) Telling stories calling attention to the voices of characters with different voices (high-low-soft-loud, etc.)

B. Visual Skills

1. Working with picture puzzles
2. Sorting materials
3. Playing matching picture games
4. Making designs
5. Recognizing own name
6. Interpreting pictures
7. Observing likenesses and differences
8. Finding pictures with slight differences

9. Building with blocks
10. Identifying right and left
11. Identifying top-to-bottom and left-to-right
12. Identifying picture which is different in a group of pictures
13. Identifying positions of objects in pictures—going up, down, over, under, in front, in back, forward, backward

C. Language Development
1. Conversing
2. Planning the work period
3. Planning care of the room and equipment
4. Listening to and saying poems, finger plays, jingles, and nursery rhymes
5. Dramatizations of nursery rhymes and stories
6. Dictating letters and stories to the teacher
7. Singing songs
8. Sharing
9. Greeting visitors
10. Discussing picture books
11. Discussing visual aids
12. Story telling
13. Sharing news
14. Answering questions
15. Defining the meaning of new words

D. Use of Books
1. Call attention to the parts of a book: front, back, sides, top, bottom, cover, pictures, story or reading
2. How to turn pages
3. Demonstrating how to hold book
4. Directing interpretation to emphasize movement from left-to-right across the page and from top-to-bottom on the page

E. Use of Charts
1. News of coming events
2. Records of activities
3. Poems and songs
4. Names and duties of housekeepers
5. Daily schedule
6. Rules for safety
7. Rules for conduct
8. Stories about familiar objects

F. Handwriting
1. Shows interest in handwriting
2. Understanding of purpose (name over coat hanger, on desk)
3. If child writes name at kindergarten level use correct form as will be used in first grade. **(Not All Capital Letters)**

II. Modern Mathematics
A. Recognize Common Forms
1. Lines
2. Circles
3. Squares
4. Rectangles
5. Triangles

B. Sets
   1. One-to-one correspondence
   2. Equivalent and non-equivalent
   3. Set union
   4. Subsets

C. Number-Numeral
   1. Cardinal number
   2. Numerals as names for numbers
   3. Beginning an understanding of numbers 1 through 10
   4. Recognition of numerals 1 through 10
   5. One by one counting ordinals first through fifth

D. Order and Relations
   1. Size comparison—larger-smaller
   2. Comparison of numbers—more-less
   3. Order of numbers—1 through 10
   4. Recognition that the clock indicates time (However, the actual telling of time is beyond most five year-olds.)

III. Science

A. Learning to inquire, observe, and reason

B. Begins to appreciate the world about him by taking trips around the school and the community

C. Shows interest in animal and plant life

D. Collects seeds, leaves, rocks, shells, etc.

E. Desires to satisfy his curiosity about things around him

F. Is not afraid to observe living and non-living things

IV. Social Studies

A. Learning to work and play together

B. Assumes responsibility in keeping with his maturity

C. Interprets home and school as two important parts of his environment

D. Is acquiring interest and understanding of his immediate neighborhood

E. Knows that he and his family are dependent on others for his needs and pleasures

V. Music

A. Provide varied musical experiences

B. Participate in singing with evidence of joy and feeling

C. Expresses feeling about music through bodily movements and dramatizations

D. Shows interest and pleasure in listening to music

E. Creates songs (if possible, teacher may record tune)

F. Be able to identify sounds

G. Participates in rhythm band

VI. Art

A. Help children discover beauty in common things

B. Stimulate children to create (original painting, drawing)

C. Make art materials accessible to the children

D. Provide opportunities for manipulation of suitable art materials (clay modeling, paper cutting, tearing and pasting)

E. Learn the care of all materials

F. Learn to mix colors and create new combinations

VII. Health, Safety and Physical Education

A. Health

1. Play outdoor daily when the weather permits
2. Wash hands after using the toilet and before eating
3. Keep hair combed and clothes neat
4. Take frequent baths
5. Take care of bathroom needs
6. Eat good foods
7. Wash teeth regularly
8. Get plenty of rest and sleep
9. Hang up wraps properly
10. Keep room neat and clean

B. Safety

1. Learn to follow the safety rules
   a. Cross streets only at corners
   b. Look both ways before crossing the street
   c. Get out of cars at the corner
2. Go straight home from kindergarten.
3. Do not talk to strangers or go with strangers.
4. Learn how to handle and use scissors, pencils, etc.
5. Put toys away after playing with them.

C. Physical Education

Development of fundamental motor skills

1. Basic rhythms
   a. Walking
   b. Marching
   c. Running
   d. Tiptoeing
   e. Skipping
   f. Sliding
   g. Galloping
   h. Hopping
   i. Skating
   j. Bending and stretching
   k. Swinging and swaying
   l. Turning and twisting

2. Specialized physical skills

   a. Ball handling activities
      (1) Throwing
      (2) Catching
      (3) Bouncing
      (4) Rolling
      (5) Kicking

   b. Jumping

      (1) Height and distance
      (2) Balance and rhythm
      (3) Long and short ropes

   c. Balance beam

      (1) Walk forward
      (2) Walk backward
      (3) Walk sideways
      (4) Balance object on head—while walking
      (5) Walk to center—turn and return to place
      (6) Walk to center—return to place with object on head

VIII. Skills for Remembrance

1. A child should learn
   a. Full name and address
   b. Parents' name and telephone number
2. Be able to take care of bathroom needs
3. Know his way to and from school
4. Know his teacher's name
5. Know the name of his school
6. Know his birthday

EVALUATION OF THE KINDERGARTEN

Evaluation should be continuous in the light of the goals or objectives prescribed. Since the kindergarten provides a planned program of learning opportunities to supplement the experiences the child has had at home, the criteria for evaluation should be in terms of the teacher, the physical facilities, the curriculum experiences, and, above all, the child.

THE TEACHER

Personal characteristics and the professional requirements to teach young children

Keeps systematic records of the behavior growth of each child and makes these records available to the parents

PHYSICAL FACILITIES

Overall indoor and outdoor areas meet the major space requirements

Adequate equipment for the development of motor skills and muscular coordination of young children

Equipment and materials varied enough to allow all children in the class to participate in a learning experience at the same time

CURRICULUM EXPERIENCES

Experiences balanced between indoor and outdoor, quiet and strenuous, individual and group activities

Program provides continuous educational experiences suited to the age and growth pattern of the children in attendance

THE CHILD

Learning to meet, face, and solve problems at his own level of maturity

Evidence of continued physical, social, emotional, and mental growth of the child

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BOOKS FOR CHILDREN

One of the most important contributions the kindergarten makes in the life of the child is the development of a love for, interest in, and appreciation of books. A child's later response to reading may be conditioned by his first experiences with books, the choice of picture books, and picture storybooks. Hence, the teacher needs to know the field of children's literature so that she will be able to select books of quality that appeal to various interests of the children; are about familiar, everyday subjects; are short and written in simple, correct English with many clear illustrations in color. Many books supposedly for young children fail to hold their interest because they are not attractive in appearance and their vocabulary is above the child's level. Picture books which have definite plots, endearing and childlike heroes, and the text and pictures interwoven so that one supplements the other have qualities with childlike appeal. The pictures should be simple in line, clear in color, and not present too many objects at one time.

Paul S. Anderson in his recent book, **Language Skills in Elementary Education** gives the following suggestions for reading a picture book:

1. Gather the children closely around you either on low chairs or on the floor.
2. Sit in a low chair yourself.
3. Perform unhurriedly.

4. Handle the book so that children can see the pages at close range.
5. Know the story well enough so that you do not need to keep your eyes on the page at all times.
6. Point out all kinds of minute details in pictures so that pupils will look for them each time they handle the book later on.
7. Encourage laughter and spontaneous remarks.
8. Make illustrations as personal as possible by relating them to the pupils' own experiences.
9. Impart your own enjoyment of the book.

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Films available from the State Department of Education:

5808—Time of their Lives

291—The Angry Boy

276—Answering the Child's Why

1084—Beginning Responsibility: Taking Care of Things

252—Child Care and Development

88—A Child Went Forth

250—Children's Emotions

717—Early Social Behavior

5367—Fears of Children

5417—Frustrating Fours and Fascinating Fives

976—Helping the Child to Accept the Do's

975—Helping the Child to Face the Don'ts

251—Principles of Development

253—Social Development

108—This is Robert

Other films and filmstrips:

A Good Day in the Kindergarten; distributed by the California Association for Childhood Education; Address: Mrs. Sadye Lewis, 1755 Bel-Air Avenue, San Jose, California.

Meeting the Emotional Needs of Childhood, The Groundwork of Democracy, Vassar Department of Child Study.

The Child Explores His world, New York; 142 Nassau Street; Division of Visual Experiment, Harmon Foundation.

Pre-School Adventures, Iowa City, Iowa; University of Iowa.